Educational Activities, Inc.

MICROCOMPUTER PROGRAMS

LEARNING STYLES INVENTORY

DK-28090

LEARNING STYLES INVENTORY

by
Jerry F. Brown
and
Richard M. Cooper

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, N.Y. 11520

Director of Microcomputer Division:
Martin Batey

Producer:
Rosalie Shapiro

Senior Programming Staff:
Russell Pottak
Regina Reid
Eileen Ross
Karl Tomecek

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ABOUT THE AUTHORS

Jerry F. Brown teaches mathematics, science, and computer science at South Junior High School in Salina, Kansas. He received his BS from Kansas State University, Manhattan, Kansas and his MS in Mathematics from Emporia State Teachers College, Emporia, Kansas. In 1981, he and Mike Cooper formed a company to produce educational software.

Richard Michael (Mike) Cooper is also a native Kansan. He received his BA and his MA from San Francisco University. An English teacher at South Junior High School, Mike previously worked in data processing.

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TEACHING STYLES/LEARNING STYLES: A CRITICAL MATCH

There is a growing body of evidence that people do not all learn in the same way. Yet teachers often teach all students in the same way, using a teaching style which has proven most successful for the teacher in his or her own learning. If we require students to receive information in a way which does not correspond with their personal dominant learning modes, to perform under conditions which interfere with their learning, or to demonstrate their learning in a manner which does not allow them to use their strengths, we create artificial stress, reduce motivation, and depress performance results. Indeed, some researchers believe that many students diagnosed as Learning Disabled are in fact not L.D., but rather are mistaught in terms of learning style. They are artifically handicapped by their learning environment. Learning style — the internal structures and processes which affect the individual's reception, interpretation, and use of information — has three interrelated strands: environmental preferences, information reception modes, and information processing modes. When the teaching/learning environment attends to style preferences and strengths, learning is enhanced.

Teachers need to understand the concept of learning style, to be able to diagnose styles of students, and to be able to provide instruction which accommodates different learning styles. They also need to be aware of their own learning style and its subsequent effect on their teaching style.

Educators are becoming increasingly aware of the importance of individualizing instruction. Although determining the modes of instruction, the kinds of materials, and the means of delivery for each student and for each class is not easily accomplished, clues are often received about the way a student learns best. For example, if we ask whether a student would like to hear a story read or to read it silently, the student will tell us. In answering that question, the student is telling us of a preferred way to learn that kind of material. This is one dimension of the student's learning preference or style. If we teach to a student's learning preferences, he or she will learn more efficiently. Achievement goes up and frustration comes down. By using the computer, we can not only calculate what a single student's learning style is, but also that of the whole class. We can match the student against the class and the teacher's learning/teaching style against the learning style of the class. Prescriptive information such as the kinds of materials and methods of delivery can be correlated with style patterns. Individual differences that exist between the student and the class and between the teacher and the class can be flagged. Thus, the power of the computer can be focused on designing the learning environment to the benefit of the individual student and the class.

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INTRODUCING THE LEARNING STYLES INVENTORY

While most people's learning styles are a blended combination of all components, some have very distinctive preferences. Some have a strong visual orientation, others are strongly auditory. Some are adept at oral expression, others are much more comfortable with written expression. A person for whom "seeing is believing" is at a learning disadvantage in a setting of spoken explanations. Thus, in the classroom, awareness of individual learning styles becomes a helpful diagnostic and instructional tool.

The Learning Styles Inventory (LSI) was developed at the Murdock Teacher Center, Wichita, Kansas, as part of an ESEA Title III Project CITE. It was designed for use with intermediate and secondary level students to assess a student's preferred method or style of receiving and expressing information. The inventory is comprised of 45 items in statement form related to nine learning style sub-areas under the broad categories of Cognitive Style, Social Style, and Expressive Style. Item examples: "I learn better by reading than by listening." "I do well on tests if they are about things I hear in class." The student responds to each item using a four-point Likert Scale ranging from "(1) least like me" to "(4) most like me".

Tabulation of responses results in a graph of the student's learning style preferences. The inventory can be administered to a total class using pencil/paper, and the teacher then enters the data onto the computer. Or, individual students can complete the inventory directly on the computer.

LEARNING STYLES DEFINED

The three categories assessed — Cognitive, Social, and Expressive — are subdivided into nine areas:

I. Cognitive style refers to the preferred mode of taking in information. This category is divided into five areas.

AUDITORY LANGUAGE

Cognitive Learning Styles

These are students who learn from *hearing* words spoken. You may hear them vocalizing or see their lips or throats moving as they read, particularly while striving to understand new material. These students will be more capable of understanding and remembering words or facts learned by hearing.

Teaching Techniques

These students will benefit from hearing audio tapes, rote oral practice, lecture, or a class discussion. They may benefit from using a tape recorder to make tapes to listen by, by teaching other students, or by conversing with the teacher. Interaction activities or games for groups of two or more provide the sound of words being spoken that is so important to pupils with this learning style.

VISUAL LANGUAGE

Cognitive Learning Styles

These are the students who learn well from *seeing* words in books, on the board, and on charts. They may even write words down that are given to them orally, in order to learn by seeing them on paper. They remember and use information better if they have read it.

Teaching Techniques

These students will benefit from a variety of books, pamphlets, and written materials on several levels of difficulty. Given some time alone with a book, this type of student may learn more than in class. Make sure that important information is given on paper or that notes are taken if you want this student to remember specific information.

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AUDITORY NUMERICAL

Cognitive Learning Styles

These students learn from *hearing* numbers and oral explanations. They may remember phone and locker numbers with ease, and be successful with oral numbers, games, and puzzles. They may do just about as well without their math books, for written materials are not as important. They can probably work problems in their heads. You may hear them saying numbers to themselves, or see their lips moving as they read a problem.

Teaching Techniques

This student will benefit from math sound tapes or from working with another person, talking about a problem. Even reading written explanations aloud will help. Games or activities in which the number problems are spoken will help. This student will benefit from tutoring another or delivering an explanation to a study group or to the teacher. Make sure important facts are spoken.

VISUAL NUMERICAL

Cognitive Learning Styles

These students have to see numbers, on the board, in a book, or on a paper in order to work with them. They are more likely to remember and understand math facts if they have seen them. They don't seem to need as much oral explanation.

Teaching Techniques

These students will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study it. In playing games and being involved in activities with numbers and number problems, make sure they are visible, printed numbers rather than oral games and activities. Important information should be given on paper.

TACTILE CONCRETE

Cognitive Learning Styles

These students learn best by experience. They need a combination of stimuli. The manipulation of material along with sight and sound will make a big difference to them. They seek to handle, touch, and work with what they are learning.

Teaching Techniques

These students must be given more than just a reading or math assignment. Involve each of them with at least one other student and give activities to relate to the assignment. Or accompany an audio tape with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.

II. Social style refers to learner preference of working in a group or alone.

INDIVIDUAL LEARNING

Social Learning Styles

These students get more work done alone. They think best and remember more when they have learned alone. They care more for their own opinions than for the ideas of others. You will not have much trouble keeping these students from over-socializing during class.

Teaching Techniques

These students need to be allowed to do important learning alone. Socializing should be saved for a non-learning situation. Allow the student to go to the library or back in a corner of the room to be alone. Don't force group work on this student. It will cause irritability. Group work is distracting for these students. Some great thinkers have been loners!

GROUP LEARNER

Social Learning Styles

These students strive to study with at least one other student and will not get as much done alone. Others' opinions and preferences are valued. Group interaction increases their learning and later recognition of facts. Class observation will quickly reveal how important socializing is to such students.

Teaching Techniques

These students need to do important learning with someone else. The stimulation of the group may be more important at certain times in the learning process than at others, and you may be able to facilitate the timing for this student.

III. Expressive style refers to the preferred methods of giving out information.

ORAL EXPRESSIVE

Expressive Style

These students can easily tell you what they know. They talk fluently, comfortably, and seem to be able to say what they mean. After talking to them about their work, you may find that they know more than their tests show. They are probably not shy about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for them. Organizing and putting thoughts on paper may be too slow and a tedious task for these students.

Teaching Techniques

Allow these students to make oral reports instead of written ones. Whether in conference, small group or large, evaluate them more by what they say than by what they write. Reports can be on tape, to save class time. Demand a minimum of written work, but a good quality, and you won't be ignoring the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.

WRITTEN EXPRESSIVE

Expressive Style

These students can write fluent essays and good answers on tests to show what they know. They feel less comfortable, perhaps even stupid, when they have to give oral answers. Their thoughts are better organized on paper than when given orally.

Teaching Techniques

These students need to be allowed to write reports, keep notebooks and journals for credit, and take written tests for evaluation. Oral transactions should be under non-pressured conditions, perhaps mainly in a one-to-one conference.

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TEACHING STYLES

Given the knowledge of student learning styles, the teacher can design an instructional plan which accommodates for those styles. Research indicates that an instructor's teaching style tends to parallel his/her learning style. This provides an appropriate learning environment for those students whose style matches that of the teacher, but may be inadequate for those whose learning style is significantly different from that of the teacher. It would be unrealistic to believe that a teacher has time to teach to the unique style and needs of *each* individual in the class. However, it is possible to vary one's teaching style to better accommodate for the diversity of learning styles. This can be done more effectively with knowledge of the dominant learning style of the class. The LSI, providing the teacher with a composite learning style profile of the class and a profile of each student, is a useful aid in selecting techniques to enhance learning. Viewing such information, a math teacher, for example, may find that the learning style of the majority of a class is "auditory numeric" and adjust her/his teaching style to provide more oral drill and oral explanations of the mathmatical concepts. The LSI printouts also alert the teacher to those students who have a significantly different learning style and do not take in numeric information well through listening. When follow-up instruction is needed for those students, the teacher might then use step-by-step pencil/paper demonstration or other visual aids.

ADMINISTERING THE LEARNING STYLES INVENTORY

There are two methods of administering the LSI. The student can take the inventory at the computer or the pencil/paper version can be given to the whole class at one time by making copies of the questionnaire from the reproducible masters provided in this guide (pp 14-15) or by using the option to print the questionnaire which is offered in the program.

Administering the Pencil/Paper Version of the LSI

Each student will need a copy of the Inventory and Response Sheet. Before beginning the LSI, the student should clearly understand that it is not a test. There are no "right" or "wrong" answers and no grade is given. The students should simply respond to the items in the way that reflects how they feel. If a statement strongly describes them, i.e. is "most like" them, they should mark a (4). If it is "least like" them, they should mark a (1). More neutral reactions would be represented by a (2) or (3). Explain that they must mark only one number for each sentence and that they must respond to every item. When administering the LSI to a group, the teacher might find it helpful to read each item aloud as the students follow along, allowing time for questions, clarification, and marking a response before proceeding to the next item.

STUDENT PROGRAM

There are nine class files available. Students should be assigned a class number (1 to 9) before they take the LSI directly on the computer. When they begin running the program, they will each be asked to enter first and last names and class file number. When the class file number is entered, the program goes directly to the Student Learning Styles Inventory. (If the class file to which a student has been assigned is already full, the student is directed to see the teacher for a new assignment.)

Instructions are given, and the student takes the test in the same manner as the paper and pencil version. After each response, the student must verify the answer before it is recorded.

When all 45 questions have been answered, the student may see his or her Learning Styles Graph and description, either on the screen or on a printer.

The student's records remain in the class file until the teacher either transfers or deletes them.

TEACHER PROGRAM

The teacher has access to a much broader program than the student. When the class number is requested, just type the word TEACHER instead of a number.

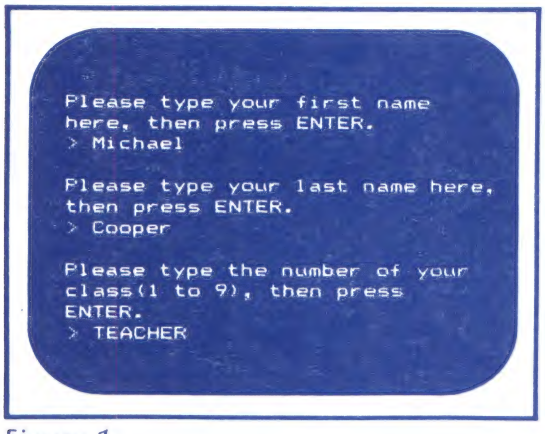

Figure 1.

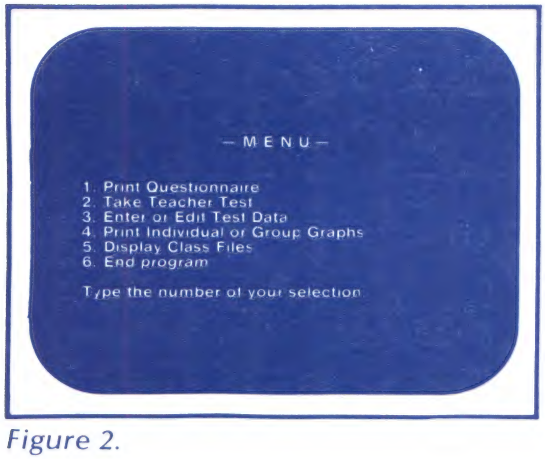
-MENU-
1. Print Questionnaire
2. Take Teacher Test
3. Enter or Edit Test Data
4. Print Individual or Group Graphs
5. Display Class Files
6. End program
Type the number of your selection

Figure 2.

1. PRINT QUESTIONNAIRE

For this option, you must have a printer attached. Then the student questionnaire will be printed out.

2. TEACHER TEST

This is an adaptation of the student Learning Styles Inventory. The test is taken in the same way as the student version, with the same options for a graph and further information.

3. ENTER OR EDIT TEST DATA

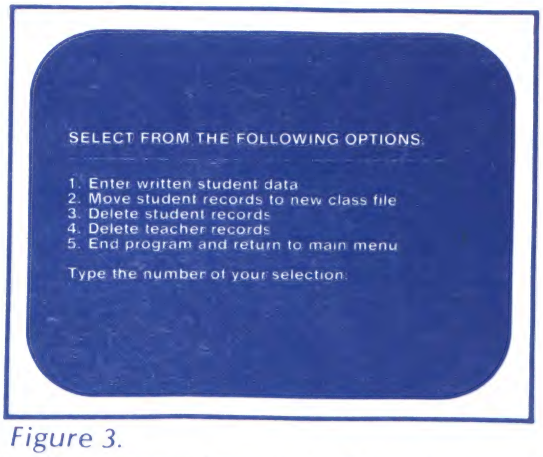
SELECT FROM THE FOLLOWING OPTIONS:
1. Enter written student data
2. Move student records to new class file
3. Delete student records
4. Delete teacher records
5. End program and return to main menu
Type the number of your selection:

Figure 3.

The first option here is to Enter Written Student Data from the pencil and paper version of the student test. The teacher simply types in each student's name and class, then enters the number of each answer.

Typing the letter "R" will backspace and erase the number typed; this can be done as often as needed.

The computer will then ask if you wish to add any more names. If not, the program will return to the menu above.

★ ★ ★

If number 2 is selected, Move Student Records to New Class File, the user is asked to name the old and new file numbers and the student's name. If the name is not listed in the old file, the user may opt to see a listing of all the students in any or all class files. Otherwise, the name will be recorded in the new file, and the user may choose to delete it from the old one or to include the name in both.

★ ★ ★

The option to Delete Student Records is just that, with a chance to change one's mind before the records are erased. Either an individual or an entire class file may be deleted.

★ ★ ★

The last option, to Delete Teacher's Records, works in the same way as that for the students.

4. PRINT INDIVIDUAL OR GROUP GRAPHS

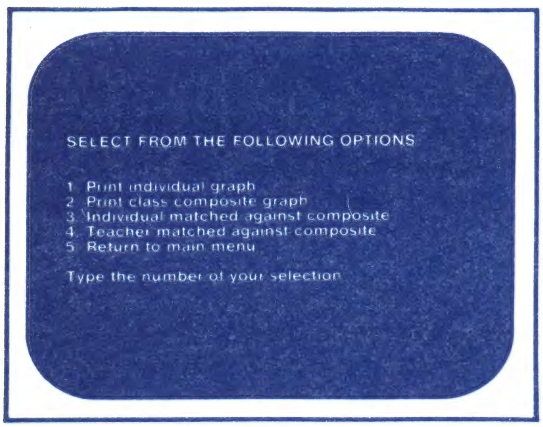
SELECT FROM THE FOLLOWING OPTIONS
1. Print individual graph
2. Print class composite graph
3. Individual matched against composite
4. Teacher matched against composite
5. Return to main menu
Type the number of your selection

Figure 4.

By selecting Option 1, the teacher can see the Learning Styles Graph for an Individual Student. Just type the student's name and class number. The individual profile may be seen on the screen or on a printer. Each profile includes:

— a graph profiling the student's learning style preferences
— a section defining the nine style categories
— information helpful to the teacher in planning effective instructional strategies to use with the student.

Looking at the graph on page 9, we see that the student has a strong visual learning style preference, as the graph line for both visual language and visual numeric is heavily weighted toward "most like me." (The numbers 10 to 40 along the bottom represent a continuum of "least like me" to "most like me.") This student also shows a preference for models and hands-on experiences as evidenced by a strong preference under Tactile Concrete. In terms of social style preference, this student prefers to work alone rather than in a group. In expressive style, this student strongly prefers writing to speaking.

A score of 32 to 40 in a given area is considered to represent a major learning style. This is the mode the student feels most comfortable with, and uses for important learning.

A score of 20 to 32 represents a minor learning style for the student.

A score of 10 to 20 indicates that the student uses this style to a negligible extent and may prefer not to use it if other options are available. For example, a student scoring less than 20 on Social Group may find group work uncomfortable and unproductive.

★ ★ ★

Selection of Option 2 will produce a Class Composite Graph similar to that of on page 10. To form the class composite, the computer takes the most frequently appearing score, and displays it in a bar graph. The numbers appearing above each bar represent the number of students that fall in each range. Class 2, as a group, shows a style preference for taking in numerical information visually and for learning through use of tactile aids such as models or other hands-on experiences. The graph also tells us that while 22 of the 30 students in the class have a visual numeric style preference, there is one student in the class for whom this is the least effective style. The prescriptive information provided at the bottom of the profile gives suggested teaching strategies that relate to the style of the majority of students in the class.

Selection of Option 3 will produce a Comparative Graph, matching the individual student's profile against the Class Composite like that on page 11. The Student Matched Against Class profile provides:

— a comparative graph displaying the class composite (labeled Group Style) and the student's profile (labeled Individual Style).
— a flagging of the areas in which the student's learning style is significantly different from that of the class.
— prescriptive information related to style preferences of the student.

The graph of Student Jones matched against Class 2 shows that while the class has equal preference strength for visual and auditory language, Jones would fare well when the teacher's presentation mode emphasizes visual language (reading, films, etc.). However, when the presentation has auditory emphasis (lecture, etc.), Jones might have a more difficult time taking in the information. Two other areas of contrasting style differences between the class and Jones are seen in social style and expressive style. Again, the class shows an equal style preference in terms of working alone or in groups. Jones' preference for working in a group is so negligible as not to even register on the graph. He describes himself as working best alone and this preference should be accommodated for when important learning is taking place. The class also displays equal preference distribution in expressive style and the teacher might balance assignments in terms of written and oral work. Jones, however, shows a marked preference for writing over oral expression. Again, for important assignments, the teacher would want to allow for this strong style preference when possible.

★ ★ ★

Selection of Option 4 will produce a Comparative Graph of the Teacher's Learning/Teaching Style matched against the class as on page 12. We see that Mr. Cooper has a strong preference for taking in information visually. If his instructional methods reflect his visual orientation, a look at the Visual Language portion of the graph will alert him to the fact that overemphasis of a visual approach may penalize thirteen of his students. If Cooper is a math teacher, we see that his visual numeric style is well matched to that of the class.

5. DISPLAY CLASS FILES

This provides an opportunity to see an alphabetical listing of the names of the students in each file. This may be viewed on the screen or printed out.

Figure 5.

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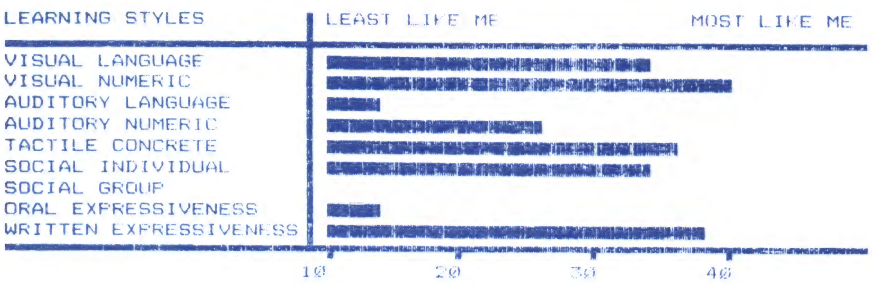
LEARNING STYLES CHART FOR KEVIN JONES



VISUAL LANGUAGE means that you learn language skills by sight, mainly by reading.

VISUAL NUMERIC means that you do better with numbers when you see them written.

AUDITORY LANGUAGE means that you learn best by listening.

AUDITORY NUMERIC means you are better with numbers when you can hear them spoken.

TACTILE CONCRETE means you are a builder and learn best when you can touch what you are studying.

SOCIAL INDIVIDUAL means you prefer to work on your own.

SOCIAL GROUP means you learn best by interacting with a group.

ORAL EXRESSIVENESS means how well you express yourself when you talk.

WRITTEN EXPRESSIVENESS means how well you express yourself in writing.

PRESCRIPTIVE INFORMATION FOR KEVIN JONES

1. Use books, pamphlets, and other written material to enhance learning. Write important information on the board, hand out written instructions, or have student(s) take notes in class.

2. Use worksheets and workbooks for student(s). Work problems on the board or have student(s) work them on the board.

5. Student(s) will need some hands-on experience to supplement learning. Have student(s) draw pictures or act out a story. Use physical objects such as blocks to teach math concepts.

6. Save socializing experiences for non-learning situations. Give student(s) time alone to work on problems and assignments.

9. Allow student(s) to write reports, and keep journals and notebooks for credit. Emphasize written tests. Oral work should come in low pressure, non-learning situations.

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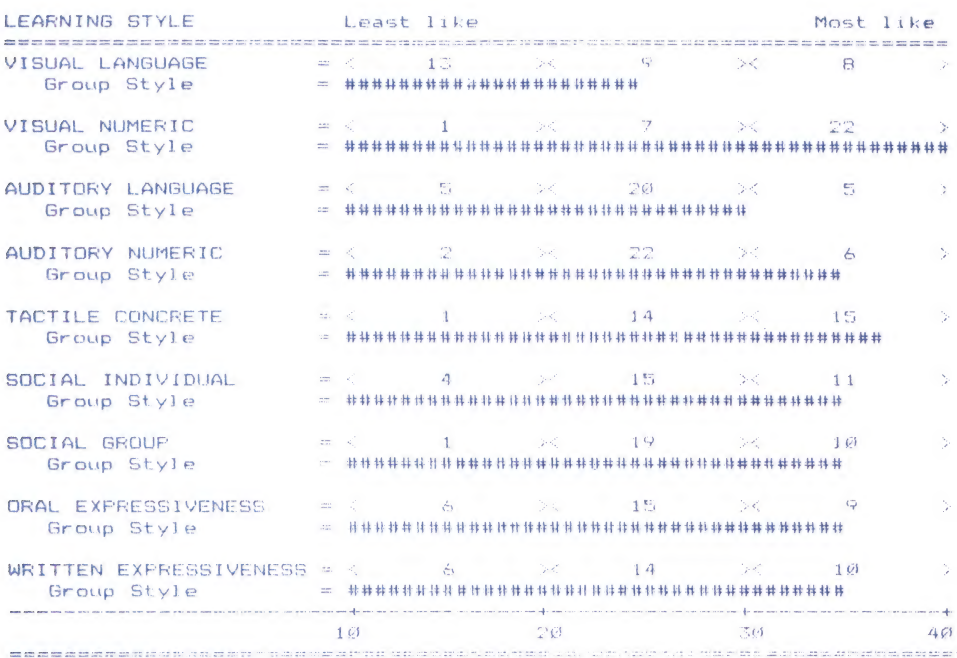
CLASS #2 COMPOSITE GRAPH



VISUAL LANGUAGE means that you learn language skills by sight, mainly by reading.

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SOCIAL GROUP means you learn best by interacting with a group.

ORAL EXRESSIVENESS means how well you express yourself when you talk.

WRITTEN EXPRESSIVENESS means how well you express yourself in writing.

PRESCRIPTIVE INFORMATION FOR CLASS #2

3. Use tapes, lectures, rote oral practice, or class discussions to help student(s) hear information to be learned.

2. Use worksheets and workbooks for student(s). Work problems on the board or have student(s) work them on the board.

5. Student(s) will need some hands-on experience to supplement learning. Have student(s) draw pictures or act out a story. Use physical objects such as blocks to teach math concepts.

6 and 7. Student(s) can learn alone or with a group.

8 and 9. Student(s) can do written work on about the same level as oral work.

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INDIVIDUAL vs. CLASS #2

STUDENT: Kevin Jones

LEARNING STYLE	Least like			Most like
VISUAL LANGUAGE	< 13	>< 9	>< 8	>
Group Style	##########			
Individual Style	**********			
VISUAL NUMERIC	< 1	>< 7	>< 22	>
Group Style	##########			
Individual Style	**********			
AUDITORY LANGUAGE	< 5	>< 20	>< 5	>
Group Style	##########			
Individual Style	******			
AUDITORY NUMERIC	< 2	>< 22	>< 6	>
Group Style	##########			
Individual Style	**********			
TACTILE CONCRETE	< 1	>< 14	>< 15	>
Group Style	##########			
Individual Style	**********			
SOCIAL INDIVIDUAL	< 4	>< 15	>< 11	>
Group Style	##########			
Individual Style	**********			
SOCIAL GROUP	< 1	>< 19	>< 10	>
Group Style	##########			
Individual Style				
ORAL EXPRESSIVENESS	< 6	>< 15	>< 9	>
Group Style	##########			
Individual Style	******			
WRITTEN EXPRESSIVENESS	< 6	>< 14	>< 10	>
Group Style	##########			
Individual Style	**********			
	10	20	30	40

AREAS OF CLASS AND STUDENT DIFFERENCES

VISUAL LANGUAGE
AUDITORY LANGUAGE
SOCIAL GROUP
ORAL EXPRESSIVENESS

PRESCRIPTIVE INFORMATION FOR Kevin Jones

1. Use books, pamphlets, and other written material to enhance learning. Write important information on the board, hand out written instructions, or have student(s) take notes in class.

2. Use worksheets and workbooks for student(s). Work problems on the board or have student(s) work them on the board.

5. Student(s) will need some hands-on experience to supplement learning. Have student(s) draw pictures or act out a story. Use physical objects such as blocks to teach math concepts.

6. Save socializing experiences for non-learning situations. Give student(s) time alone to work on problems and assignments.

9. Allow student(s) to write reports, and keep journals and notebooks for credit. Emphasize written tests. Oral work should come in low pressure, non-learning situations.

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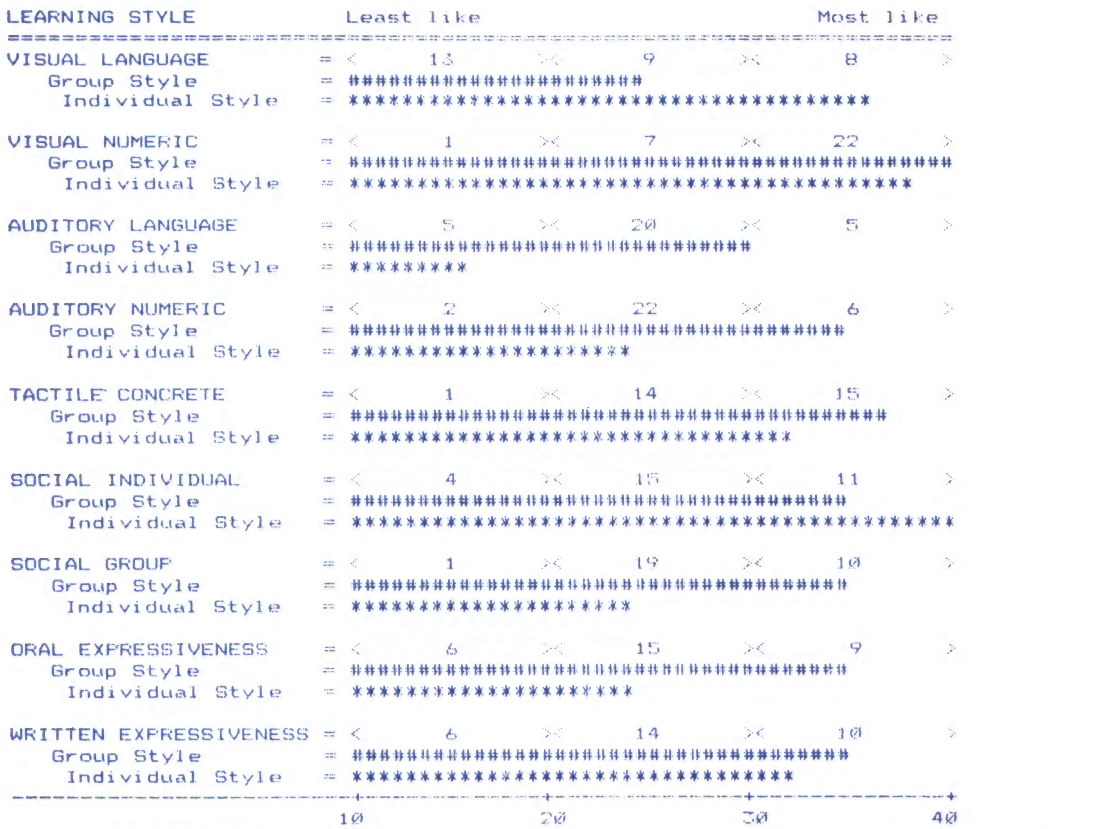
TEACHER vs. CLASS #2

TEACHER: Michael Cooper



AREAS OF CLASS AND TEACHER DIFFERENCES

VISUAL LANGUAGE
AUDITORY LANGUAGE
AUDITORY NUMERIC
SOCIAL GROUP
ORAL EXPRESSIVENESS

PRESCRIPTIVE INFORMATION FOR CLASS #2

3. Use tapes, lectures, rote oral practice, or class discussions to help student(s) hear information to be learned.

2. Use worksheets and workbooks for student(s). Work problems on the board or have student(s) work them on the board.

5. Student(s) will need some hands-on experience to supplement learning. Have student(s) draw pictures or act out a story. Use physical objects such as blocks to teach math concepts.

6 and 7. Student(s) can learn alone or with a group.

8 and 9. Student(s) can do written work on about the same level as oral work.

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Gregorc, Anthony and Helen Ward. "A New Definition for Individual: Implications for Learning and Teaching." *National Association of Secondary School Principals Bulletin*, February 1977, pp. 21-26.

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Dunn, Rita and Kenneth. *Teaching Students Through Their Individual Learning Styles, a Practical Approach*, Reston, VA: Reston Publishing Co., 1978.

Gregorc, Anthony. *An Adult's Guide To Style*, Maynard, MA: Gabriel Systems, Inc.

Frymier, J. *Annehurst Curriculum Classification System*, West Lafayette, IN: Kappa Delta Pi Press, 1977.

DATA DISKS

The LEARNING STYLES INVENTORY consists of two disks, one program disk and one data disk. Each data disk will hold nine class files, plus a Teacher file, with room for about two hundred names in each file. (This number will vary according to the hardware version used.)

Additional data disks, for back-up or program expansion, are available from Educational Activities, Inc., P.O. Box 392, Freeport, NY, 11520.

To receive instructions on how to make a back-up copy of your data disk, just boot the original data disk by itself. The information will then appear on the screen.

Except on the TRS-80, this two-disk program may be used with a single disk drive system. At the beginning of the program, the user will be asked if one or two drives are to be used. If a single drive is being used, instructions will be given each time the disk must be changed.

If you need immediate assistance with this or any Educational Activities microcomputer program, our consultants are as close as your phone. Just dial toll-free 800-645-3739 (inside New York State, dial 516-223-4666), and ask for the CUSTOMER SERVICE DEPARTMENT.

LEARNING STYLES INVENTORY

1983 Activity Records, Inc.

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Name _____ Class _____

Instructions: Read the statement carefully and circle the number which best agrees with how you feel about the statement.

Sample: I would rather do work in the afternoon than in the morning. (4) (3) (2) (1)

A number "4" response means that you prefer to work in the afternoon. A response of "1" means that you very much prefer to work in the mornings. There is no right or wrong response, only the way you feel about the statement. You may have all the time you need so please respond to every statement. Now, if there are no other questions, go on with the survey.

	Most Like Me			Least Like Me
1. Making things for my studies helps me to remember what I have learned.	(4)	(3)	(2)	(1)
2. I can write about most of the things I know better than I can tell about them.	(4)	(3)	(2)	(1)
3. When I really want to understand what I have read, I read it softly to myself.	(4)	(3)	(2)	(1)
4. I get more done when I work alone.	(4)	(3)	(2)	(1)
5. I remember what I have read better than what I have heard.	(4)	(3)	(2)	(1)
6. When I answer questions, I can say the answer better than I can write it.	(4)	(3)	(2)	(1)
7. When I do math problems in my head, I say the numbers to myself.	(4)	(3)	(2)	(1)
8. I enjoy joining in on class discussions.	(4)	(3)	(2)	(1)
9. I understand a math problem that is written down better than one that I hear.	(4)	(3)	(2)	(1)
10. I do better when I can write the answer instead of having to say it.	(4)	(3)	(2)	(1)
11. I understand spoken directions better than written ones.	(4)	(3)	(2)	(1)
12. I like to work by myself.	(4)	(3)	(2)	(1)
13. I would rather read a story than listen to it read.	(4)	(3)	(2)	(1)
14. I would rather show and explain how a thing works than write about how it works.	(4)	(3)	(2)	(1)
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	(4)	(3)	(2)	(1)
16. I prefer to work with a group when there is work to be done.	(4)	(3)	(2)	(1)
17. A graph or chart of numbers is easier for me to understand than hearing the numbers said.	(4)	(3)	(2)	(1)
18. Writing a spelling word several times helps me remember it better.	(4)	(3)	(2)	(1)
19. I learn better if someone reads a book to me than if I read it silently to myself.	(4)	(3)	(2)	(1)

LEARNING STYLES INVENTORY

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

1983 Activity Records, Inc.

Name _____ Class _____

	Most Like Me			Least Like Me
20. I learn best when I study alone.	(4)	(3)	(2)	(1)
21. When I have a choice between reading and listening, I usually read.	(4)	(3)	(2)	(1)
22. I would rather tell a story than write it.	(4)	(3)	(2)	(1)
23. Saying the multiplication tables over and over helped me remember them better than writing them over and over.	(4)	(3)	(2)	(1)
24. I do my best work in a group.	(4)	(3)	(2)	(1)
25. I understand a math problem that is written down better than one I hear.	(4)	(3)	(2)	(1)
26. In a group project, I would rather make a chart or poster than gather the information to put on it.	(4)	(3)	(2)	(1)
27. Written assignments are easy for me to follow.	(4)	(3)	(2)	(1)
28. I remember more of what I learn if I learn it alone.	(4)	(3)	(2)	(1)
29. I do well in classes where most of the information has to be read.	(4)	(3)	(2)	(1)
30. I would enjoy giving an oral report to the class.	(4)	(3)	(2)	(1)
31. I learn math better from spoken explanations than written ones.	(4)	(3)	(2)	(1)
32. If I have to decide something, I ask other people for their opinions.	(4)	(3)	(2)	(1)
33. Written math problems are easier for me to do than oral ones.	(4)	(3)	(2)	(1)
34. I like to make things with my hands.	(4)	(3)	(2)	(1)
35. I don't mind doing written assignments.	(4)	(3)	(2)	(1)
36. I remember things I hear better than things I read.	(4)	(3)	(2)	(1)
37. I learn better by reading than by listening.	(4)	(3)	(2)	(1)
38. It is easy for me to tell about the things that I know.	(4)	(3)	(2)	(1)
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	(4)	(3)	(2)	(1)
40. If I understand a problem, I like to help someone else understand it too.	(4)	(3)	(2)	(1)
41. Seeing a number makes more sense to me than hearing a number.	(4)	(3)	(2)	(1)
42. I understand what I have learned better when I am involved in making something for the subject.	(4)	(3)	(2)	(1)
43. The things I write on paper sound better than when I say them.	(4)	(3)	(2)	(1)
44. I find it easier to remember what I have heard than what I have read.	(4)	(3)	(2)	(1)
45. It is fun to learn with classmates, but it is hard to study with them.	(4)	(3)	(2)	(1)

APPLE®

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Instructions for Operating Your APPLE II® Disk Program

1. Insert the disk into the Drive. Use Drive I when two drives are present.

2. Turn on the computer and the monitor and wait until the IN USE light on the Drive goes off.

3. The program will execute and A will be displayed. If this doesn't appear, restart the procedure.

4. After the introductory remarks have been displayed, the PROGRAM MENU will appear on the screen. Select the program you wish by following the instructions on the screen. (Single program diskettes do not contain a MENU.)

5. If you would like to stop in the middle of a program, press the CTRL key and the "C" key simultaneously, then press RETURN. This will bring you back to the PROGRAM MENU.

6. To return to the introductory remarks, press the CTRL key and the RESET key simultaneously.

7. If you wish to use a different disk, place it in the Drive and press the CTRL key and the RESET key simultaneously.

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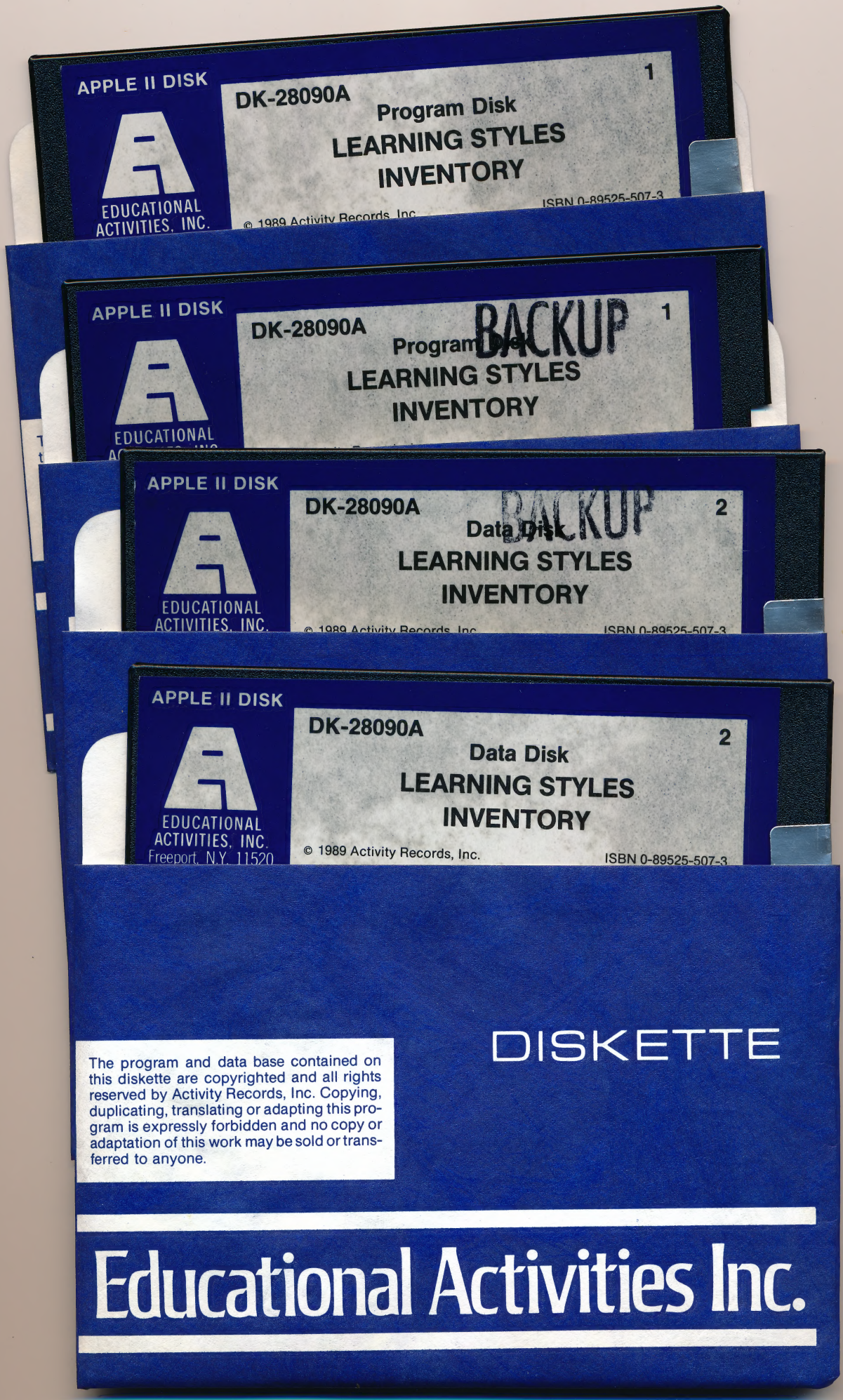
APPLE II DISK
DK-28090A
1
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INVENTORY
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ACTIVITIES, INC.
APPLE II DISK
DK-28090A
BACKUP
1
LEARNING STYLES
INVENTORY
EDUCATIONAL
APPLE II DISK
DK-28090A
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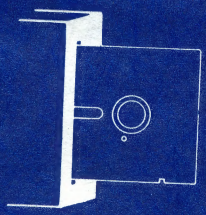
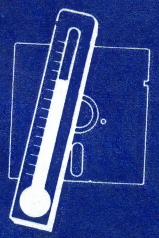


DO insert carefully



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